



Bundoora Primary School

Student/Family Information

All aspects of this booklet are vital and must be completed and signed where appropriate.

Confidentiality of this information will be adhered to.

Balmoral Avenue
Bundoora VIC 3083
PO Box 245, Watsonia VIC 3087
Ph: 9467 2601

BUNDOORA PRIMARY SCHOOL

**STUDENT ENROLMENT
INFORMATION – 2020**

Computer Generated
Student ID:

STUDENT DETAILS

Personal Details of Student

Legal Surname:	Title: (Miss Ms Mr)		
Legal First Given Name:			
Legal Second Given Name:			
Preferred Name (if applicable):			
❖ Gender (tick): <input type="checkbox"/> Male <input type="checkbox"/> Female	Birth Date: (dd-mm-yyyy)	____ / ____ / ____	

Primary Family Home Details:

Billing Address: *(or “as already stated”)*

No & Street:		No & Street:	
Suburb:		Suburb:	
Postcode:		Postcode:	
Email:		You will receive our weekly newsletter via email from receipt of enrolment.	
Telephone Number	Mobile Number:	Silent Number: (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Send Correspondence addressed to: (tick one) <input type="checkbox"/> Adult A <input type="checkbox"/> Adult B <input type="checkbox"/> Both Adults			

Family Details

List any other family members attending this school:	
Main language spoken at home:	Preferred language of notices:
Are you interested in being involved in school group participation activities? (eg. School Council, excursions) (tick)	<input type="checkbox"/> Adult A <input type="checkbox"/> Adult B <input type="checkbox"/> Both <input type="checkbox"/> Neither

OFFICE USE ONLY

Birth Date proof sighted (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Enrolment Date:		Year Level	
Immunisation Certificate Status?: (tick)	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input type="checkbox"/> Not sighted				
Is there a Medical Alert for the student: (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Does the student have a Disability ID Number:	<input type="checkbox"/> No <input type="checkbox"/> Yes	Disability ID No.:			

Primary Family Details

NOTE: The 'PRIMARY' Family is: "the family or parent the student mostly lives with" - Alternative and Additional family forms are available from the school if this is required.

As the School Start Bonus will be sent to the 'Primary Carer' of Prep and Year 7 students, it is imperative that the legal surname, legal first name and legal second name are recorded.

Adult A Details (Primary Carer):

Sex (tick):	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Title: (Ms, Mrs, Mr, Dr etc)		
Legal Surname:		
Legal First Name:		
What is Adult A's occupation?		
Who is Adult A's employer?		
In which country was Adult A born?		
<input type="checkbox"/> Australia	<input type="checkbox"/> Other (please specify):	
❖ Does Adult A speak a language other than English at home? (If more than one language is spoken at home, indicate the one that is spoken most often.) (tick) <input type="checkbox"/> No, English only <input type="checkbox"/> Yes (please specify):		
Please indicate any additional languages spoken by Adult A:		
Is an interpreter required? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No		
❖ What is the highest year of primary or secondary school Adult A has completed? (tick one) <i>(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)</i> <input type="checkbox"/> Year 12 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 9 or equivalent or below		
❖ What is the level of the highest qualification the Adult A has completed? (tick one) <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Advanced diploma / Diploma <input type="checkbox"/> Certificate I to IV (including trade certificate) <input type="checkbox"/> No non-school qualification		
❖ What is the occupation group of Adult A? Please select the appropriate parental occupation group from the attached list. • If the person is not currently in paid work but has had a job in the last 12 months, or has retired in the last 12 months, please use their last occupation to select from the attached occupation group list. If the person has not been in paid work for the last 12 months, enter 'N'.		

Adult B Details:

Sex (tick):	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Title: (Ms, Mrs, Mr, Dr etc)		
Legal Surname:		
Legal First Name:		
What is Adult B's occupation?		
Who is Adult B's employer?		
In which country was Adult B born?		
<input type="checkbox"/> Australia	<input type="checkbox"/> Other (please specify):	
❖ Does Adult B speak a language other than English at home? (If more than one language is spoken at home, indicate the one that is spoken most often.) (tick) <input type="checkbox"/> No, English only <input type="checkbox"/> Yes (please specify)		
Please indicate any additional languages spoken by Adult B:		
Is an interpreter required? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No		
❖ What is the highest year of primary or secondary school Adult B has completed? (tick one) <i>(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)</i> <input type="checkbox"/> Year 12 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 9 or equivalent or below		
❖ What is the level of the highest qualification the Adult B has completed? (tick one) <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Advanced diploma / Diploma <input type="checkbox"/> Certificate I to IV (including trade certificate) <input type="checkbox"/> No non-school qualification		
❖ What is the occupation group of Adult B? Please select the appropriate parental occupation group from the attached list. • If the person is not currently in paid work but has had a job in the last 12 months, or has retired in the last 12 months, please use their last occupation to select from the attached occupation group list. If the person has not been in paid work for the last 12 months, enter 'N'.		

❖ These questions are asked as a requirement of the Commonwealth Government. All schools across Australia are required to collect the same information

Primary Family Contact Details

Adult A Contact Details:

Business Hours:

Can we contact Adult A at work? (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is Adult A usually home during business hours? (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Work Telephone No:	
Other Work Contact information:	

Adult B Contact Details:

Business Hours:

Can we contact Adult B at work? (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is Adult B usually home during business hours? (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Work Telephone No:	
Other Work Contact information:	

After Hours:

Is Adult A usually home AFTER business hours? (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Home Telephone No:	
Other After Hours Contact Information:	
Email address:	

After Hours:

Is Adult B usually home AFTER business hours? (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Home Telephone No:	
Other After Hours Contact Information:	
Email address:	

Primary Family Emergency Contacts:

	Name	Relationship (Neighbour, Relative, Friend or Other)	Telephone Contact	Language Spoken (If English Write "E")
1				
2				
3				

Other Primary Family Details

Relationship of Adult A to Student: (tick one)	<input type="checkbox"/> Parent <input type="checkbox"/> Foster Parent <input type="checkbox"/> Friend	<input type="checkbox"/> Step-Parent <input type="checkbox"/> Host Family <input type="checkbox"/> Self	<input type="checkbox"/> Adoptive Parent <input type="checkbox"/> Relative <input type="checkbox"/> Other
Relationship of Adult B to Student: (tick one)	<input type="checkbox"/> Parent <input type="checkbox"/> Foster Parent <input type="checkbox"/> Friend	<input type="checkbox"/> Step-Parent <input type="checkbox"/> Host Family <input type="checkbox"/> Self	<input type="checkbox"/> Adoptive Parent <input type="checkbox"/> Relative <input type="checkbox"/> Other

The student lives with the Primary Family: (tick one) <input type="checkbox"/> Always <input type="checkbox"/> Mostly <input type="checkbox"/> Balanced	The student lives in a split family arrangement: (Please ensure you have provided second address/contact details) <input type="checkbox"/> with mother <input type="checkbox"/> with father <input type="checkbox"/> other
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NOTE: Parents receiving a benefit from Centrelink and holding a current Health Care card or a current Pension card may be entitled to receive the Education Maintenance Allowance. Information on eligibility and application forms are available from the school office.

Demographic Details of Student

❖ In which country was the student born?	
<input type="checkbox"/> Australia	<input type="checkbox"/> Other (please specify): _____
Date of arrival in Australia OR Date of return to Australia: (dd-mm-yyyy) _____ / _____ / _____	
What is the Residential Status of the student: (tick)	<input type="checkbox"/> Permanent <input type="checkbox"/> Temporary
Basis of Australian Residency:	
<input type="checkbox"/> Eligible for Australian Passport	<input type="checkbox"/> Holds Australian Passport
<input type="checkbox"/> Holds Permanent Residency Visa	
Visa Sub Class:	Visa Expiry Date: (dd-mm-yyyy) _____ / _____ / _____
Visa Statistical Code: (Required for some sub-classes)	
International Student ID (Not required for exchange students)	
❖ Does the student speak a language other than English at home? (tick) (If more than one language is spoken at home, indicate the one that is spoken most often)	
<input type="checkbox"/> No, English only	<input type="checkbox"/> Yes (please specify): _____
Does the student speak English? (tick)	<input type="checkbox"/> Yes <input type="checkbox"/> No
❖ Is the student of Aboriginal or Torres Strait Islander origin? (tick one)	
<input type="checkbox"/> No	<input type="checkbox"/> Yes, Aboriginal
<input type="checkbox"/> Yes, Torres Strait Islander	<input type="checkbox"/> Yes, Both Aboriginal & Torres Strait Islander
What is the student's living arrangements? (tick one):	
<input type="checkbox"/> At home with TWO Parents/ Guardians	<input type="checkbox"/> State Arranged Out of Home Care # (See Note)
<input type="checkbox"/> At home with ONE Parent/ Guardian	<input type="checkbox"/> Homeless Youth
<input type="checkbox"/> Split Family arrangement (i.e. separated/divorced)	
Please provide additional address for reports, etc:	

State Arranged Out of Home Care - Students who have been subject to protective intervention by the Department of Human Services and live in alternative care arrangements away from their parents. These DHS-facilitated care arrangements include living with relatives or friends (kith and kin), living with non-relative families (foster families or adolescent community placements) and living in residential care units with rostered care staff.

Usual mode of transport to school: (tick)			
<input type="checkbox"/> Walking	<input type="checkbox"/> School Bus	<input type="checkbox"/> Train	<input type="checkbox"/> Driven
<input type="checkbox"/> Bicycle	<input type="checkbox"/> Public Bus	<input type="checkbox"/> Tram	<input type="checkbox"/> Other

❖ These questions are asked as a requirement of the Commonwealth Government. All schools across Australia are required to collect the same information.

Student Medical Details

Medical Condition Details:

Does the student suffer from any of the following impairments? (tick)	Hearing:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Vision	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Speech:	<input type="checkbox"/> Yes <input type="checkbox"/> No		Mobility:
Does the student suffer from Asthma? (tick) If No, please go to the Other Medical Conditions section				<input type="checkbox"/> Yes <input type="checkbox"/> No

Asthma Medical Condition Details:

Answer the following questions **ONLY** if the student suffers from any asthma medical conditions.

Please indicate if the student suffers from any of the following symptoms: (tick) <input type="checkbox"/> Cough <input type="checkbox"/> Difficulty Breathing <input type="checkbox"/> Wheeze <input type="checkbox"/> Tight Chest <input type="checkbox"/> Exhibits symptoms after exertion		If my child displays any of these symptoms please: (tick) Inform Doctor <input type="checkbox"/> Yes <input type="checkbox"/> No Administer Medication <input type="checkbox"/> Yes <input type="checkbox"/> No Other Medical Action <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify:	
Has an Asthma Management Plan been provided to School?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the student take medication? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No		Name of medication taken:	
Is the medication taken regularly by the student (preventive) or only in response to symptoms? (tick)		<input type="checkbox"/> Preventative <input type="checkbox"/> Response	
Indicate the usual dosage of medication taken:		Indicate how frequently the medication is taken:	
Medication is usually administered by: (tick)		<input type="checkbox"/> Student <input type="checkbox"/> Nurse <input type="checkbox"/> Teacher <input type="checkbox"/> Other	
Medication is stored: (tick)		<input type="checkbox"/> with Student <input type="checkbox"/> with Nurse <input type="checkbox"/> Fridge in Staff Room <input type="checkbox"/> Elsewhere	
Dosage time	Reminder required? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No	Poison Rating	

Other Medical Conditions

(More copies of the other medical condition forms are available on request from the school.)

Does the student have any other medical condition? (tick)		<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, please specify:			
Symptoms:			
If my child displays any of the symptoms above please: (tick)			
Inform Doctor <input type="checkbox"/> Yes <input type="checkbox"/> No Administer Medication <input type="checkbox"/> Yes <input type="checkbox"/> No		Inform Emergency Contact <input type="checkbox"/> Yes <input type="checkbox"/> No Other Medical Action <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify:	
Does the student take medication? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No		Name of medication taken:	
Is the medication taken regularly by the student (preventive) or only in response to symptoms? (tick)		<input type="checkbox"/> Preventative <input type="checkbox"/> Response	
Indicate the usual dosage of medication taken:		Indicate how frequently the medication is taken:	
Medication is usually administered by: (tick)		<input type="checkbox"/> Student <input type="checkbox"/> Office <input type="checkbox"/> Teacher <input type="checkbox"/> Other	
Medication is stored: (tick)		<input type="checkbox"/> with Student <input type="checkbox"/> with Office <input type="checkbox"/> Fridge in Staff Room <input type="checkbox"/> Elsewhere	
Dosage time	Reminder required? (tick) <input type="checkbox"/> Yes <input type="checkbox"/> No	Poison Rating	

Primary Family Doctor Details:

Doctor's Name		Individual or Group Practice: (tick)		<input type="checkbox"/> Individual	<input type="checkbox"/> Group
No. & Street or Box No.:					
Suburb:					
Postcode:		Telephone Number			
Current Ambulance Subscription:		<input type="checkbox"/> Yes <input type="checkbox"/> No		Medicare Number:	

In the event of illness or injury to my child whilst at school, on an excursion, or travelling to or from school; I authorise the Principal or teacher-in-charge of my child, where the Principal or teacher-in-charge is unable to contact me, or it is otherwise impracticable to contact me to: (cross out any unacceptable statement)

- consent to my child receiving such medical or surgical attention as may be deemed necessary by a medical practitioner,
- administer such first aid as the Principal or staff member may judge to be reasonably necessary.

Signature of Parent/Guardian:

Date.....

School Details

Date of first enrolment in an Australian School or intended date:		____ / ____ / ____			
Name of previous School or Preschool/Child Care:					
Years of previous education:		What was the language of the student's previous education?			
Years of interruption to education:		Is the student repeating a year? (tick)		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Will the student be attending this school full time? (tick)				<input type="checkbox"/> Yes	<input type="checkbox"/> No
If No, what will be the time fraction that the student will be attending this school? (i.e: 0.8 = 4 days/week)					
Other school Name:		Time fraction:	0.	Enrolled:	<input type="checkbox"/> Yes <input type="checkbox"/> No
VSN (if known)					

Student Restrictions Details

Access Restrictions

Is the student at risk?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is there an Access Alert for the student? (tick)	<input type="checkbox"/> Yes (If Yes, then complete the following questions)	<input type="checkbox"/> No (If No, move to the immunisation / medical condition details questions.)
Access Type: (tick) <u>A current copy of the relevant Court Orders must be provided at the school and updated as necessary</u>	<input type="checkbox"/> Court Order <input type="checkbox"/> Family Law Order <input type="checkbox"/> Restraining Order <input type="checkbox"/> Other	
Describe any Access Restriction:		
Is there an Activity Alert for the student? (tick) If Yes, then describe the Activity Restriction:	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Thank you for taking the time to complete this Student Enrolment form. We understand that the information you have provided is confidential and will be treated as such, but the details are required to enable staff to properly enrol your child at our school.

I certify that the information contained within this form is correct.

Signature of Parent/Guardian: _____ Date: ____ / ____ / ____

PARENTAL OCCUPATION GROUP CODES

The codes outlined below are to be used when providing family occupation details for enrolled students. This information is used for determining funding allocations to schools.

Group A Senior management in large business organisation, government administration and defence, and qualified professionals

Senior Executive / Manager / Department Head in industry, commerce, media or other large organisation

Public Service Manager (Section head or above), regional director, health / education / police / fire services administrator

Other administrator (school principal, faculty head / dean, library / museum / gallery director, research facility director)

Defence Forces Commissioned Officer

Professionals - generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others:

- **Health, Education, Law, Social Welfare, Engineering, Science, Computing** professional
- **Business** (management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer)
- **Air/sea transport** (aircraft / ship's captain / officer / pilot, flight officer, flying instructor, air traffic controller)

Group B Other business managers, arts/media/sportspersons and associate professionals

Owner / Manager of farm, construction, import/export, wholesale, manufacturing, transport, real estate business

Specialist Manager (finance / engineering / production / personnel / industrial relations / sales / marketing)

Financial Services Manager (bank branch manager, finance / investment / insurance broker, credit / loans officer)

Retail sales / Services manager (shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency)

Arts / Media / Sports (musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/woman, coach, trainer, sports official)

Associate Professionals - generally have diploma / technical qualifications and support managers and professionals:

- **Health, Education, Law, Social Welfare, Engineering, Science, Computing** technician / associate professional
- **Business / administration** (recruitment / employment / industrial relations / training officer, marketing / advertising specialist, market research analyst, technical sales representative, retail buyer, office / project manager)
- **Defence Forces** senior Non-Commissioned Officer

Group C Tradesmen/women, clerks and skilled office, sales and service staff

Tradesmen/women generally have completed a 4 year Trade Certificate, usually by apprenticeship. All tradesmen/women are included in this group

Clerks (bookkeeper, bank / PO clerk, statistical / actuarial clerk, accounting / claims / audit clerk, payroll clerk, recording / registry / filing clerk, betting clerk, stores / inventory clerk, purchasing / order clerk, freight / transport / shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk)

Skilled office, sales and service staff:

- **Office** (secretary, personal assistant, desktop publishing operator, switchboard operator)
- **Sales** (company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher)
- **Service** (aged / disabled / refuge / child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor)

Group D Machine operators, hospitality staff, assistants, labourers and related workers

Drivers, mobile plant, production / processing machinery and other machinery operators

Hospitality staff (hotel service supervisor, receptionist, waiter, bar attendant, kitchen hand, porter, housekeeper)

Office assistants, sales assistants and other assistants:

- **Office** (typist, word processing / data entry / business machine operator, receptionist, office assistant)
- **Sales** (sales assistant, motor vehicle / caravan / parts salesperson, checkout operator, cashier, bus / train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker)
- **Assistant / aide** (trades' assistant, school / teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum / gallery attendant, usher, home helper, salon assistant, animal attendant)

Labourers and related workers

- **Defence Forces** - ranks below senior NCO not included above
- **Agriculture, horticulture, forestry, fishing, mining worker** (farm overseer, shearer, wool / hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/ logging worker, miner, seafarer / fishing hand)
- **Other worker** (labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor)

We have read and acknowledged the Bundoora Primary School Policies and agreements that are contained within this booklet:

	Please tick to acknowledge
The Bundoora Primary School Community Statement	
Home Learning Policy	
Uniform Policy	
Student Digital Citizenship Agreement	
Photography/Work Samples for Publications	
Consent to watch PG movies	
Head Lice Inspection	

Name of parent.....

Signature.....

Name of Student.....

Date

If your circumstances should change and you wish to change your option(s) then you must contact us as soon as possible.

Bundoora Primary School newsletters by Email

Each week the Newsletter is distributed via email, which includes important dates for upcoming events, articles from classroom activities, reports from our Specialist teachers, etc.

Email address for forwarding newsletter.....

(Please print clearly)

Our Bundoora Primary School App is also available for free download to keep you updated.

Search "Bundoora Primary School" on your iPhone App Store or Smart phone Play Store to download it FREE of charge.



I agree to the release of my contact details to Bundoora Primary School Council and its sub-committees in order that they may contact me regarding School Events.

☐

Yes

☐

No

Signature of Guardian/Parent..... Date:.....

Photography/Work Samples for publications:

From time to time opportunities arise to promote the School through advertising in various media publications and displays. I agree to allow Bundoora Primary School to use any photos or samples of work of my child in publications relating to the School, eg. School newsletter, Promotional material, School Intranet and website.

☐

Yes

☐

No

Signature of Guardian/Parent..... Date:.....

Bundoora Primary School Community Statement

Bundoora Primary School focuses on building enduring, quality relationships with its community.

The Bundoora Primary School community comprises a diverse range of people that includes its students, parents and all staff, guardians, members of the local education, business and government sectors, local residents and the Banyule network group.

In providing the highest quality learning environment, the school relies on building partnerships with community members who all have the right to:

- be treated with respect
- take an active interest in the education of children
- expect that confidentiality be maintained where appropriate
- expect that the school instils values that are acceptable to general society
- expect that the students are taught and valued as individuals
- expect that there are high expectations of student achievement

School community members also have the responsibility to:

- show and give support to agreed school core purpose, values, goals, policies and programs
- respect the professionalism and integrity of all staff
- support the student welfare and discipline policy and program of the school
- actively participate and/or support school activities and projects
- support the school in fundraising and marketing ventures
- support their school council in its efforts towards providing quality education programs
- show loyalty to the school and promote the school amongst the wider community
- provide support within the school
- provide the children in their care with the appropriate compulsory school uniform
- ensure their children are punctual for school and school activities
- maintain confidentiality where appropriate
- support the school environmental goals by assisting with the maintenance and development of buildings and grounds facilities.

Head Lice Inspection

Throughout the year, the school will be arranging head lice inspections of students.

The management of head lice works best when all children are involved in our screening program.

The school is aware that this can be a sensitive issue and is committed to maintaining student confidentiality and avoiding stigmatisation.

Before any inspections are conducted staff will explain to all students what is being done and why, and it will be emphasised to students that the presence of head lice in their hair does not mean that their hair is less clean or well kept than anyone else's. It will also be pointed out that head lice can be itchy and annoying and if you know you have got them, you can do something about it.

Trained staff from our school will conduct the inspection of students.

The person conducting the inspections will physically search through each student's hair to see if any lice or eggs are present. Muslim girls will only be inspected in the presence of women.

In cases where head lice are found, the person inspecting the student will inform the student's class teacher and the principal. The school will send a written notice home with the child and provide parents with comprehensive advice about the use of safe treatment practices which do not place children's health at risk.

Please note that the law requires that where a child has head lice, that child should not return to school until appropriate treatment has commenced.

Home Learning Policy

If further information is required, please refer to the DET Homework Guidelines.

1. VISION

At home, students engaging in meaningful activities and discussions that complement what they are learning at school.

2. RATIONALE

- 2.1 We value a regular reading habit at home and the practise of core English and Mathematics skills. We encourage and expect that students read every day, increasing the amount of time spent reading as they progress through primary school.
- 2.2 We acknowledge that families have different needs and expectations in relation to home based learning.
- 2.3 Staff have a professional responsibility to communicate to parents if they believe that a specific Home Learning task will positively impact upon their child's progress.

3. ACTION

- 3.1 Encourage and expect all students to read every day and to find reading materials that interest them either from school, home or community libraries.
- 3.2 Relate Home Learning tasks to the curriculum ensuring that each task set is purposeful and within the capability of each student to complete independently at home.
- 3.3 Ensure that parents/carers and students are aware of the *DET Homework Guidelines as below:*

Schools must have a documented approach to homework which takes into account the personal and developmental needs of students.

The setting of homework needs to take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation, cultural pursuits and employment where appropriate.

The table below describes quality homework practice for the different year levels.

Years	Homework
Prep to 4	<ul style="list-style-type: none"> ▪ can foster a sense of self-discipline and responsibility and prepare students for upper grades ▪ enables the extension of class work by practising skills or gathering of extra information or materials ▪ will mainly consist of daily reading to, with, and by parents/carer or older siblings
5 to 6	<ul style="list-style-type: none"> ▪ should include daily independent reading ▪ should be coordinated across learning areas in secondary schools to avoid unreasonable workloads for students ▪ may extend class work, projects and assignments, essays and research.

Teachers can support students by:

- equipping students with the skills to solve problems
- encouraging real-life problem solving, logical thinking, creativity and imagination
- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- giving students enough time to complete homework, considering home obligations and extracurricular activities

- assessing homework and providing timely and practical feedback and support
- helping students develop organisational and time-management skills
- ensuring parents/carers are aware of the school's homework policy
- developing strategies within the school to support parents/carers becoming active partners in homework.
- offering a wide range of opportunities for families to engage in their children's learning.

Parents can support students by:

- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the homework
- attending the school events, productions or displays their child is involved in
- ensuring upper primary and secondary students keep a homework diary
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community groups.

Students can take responsibility for their own learning by:

- being aware of the school's homework policy
- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

3.4 Explain expectations and timelines to students when Home Learning tasks are set. Home learning may include:

- Daily reading
- Learning spelling words
- Learning number facts

3.5 Punitive measures will not be implemented for non-completion of Home Learning tasks

3.6 Parents/carers of students in Prep– Year 2 should record their child's reading in the *Home Reading Log*.

3.7 Students in Years 3 – 6 should be encouraged to use their *Student Diary* to record the home learning tasks set, and as a reading log.

3.8 No commercially produced homework sheets will be sent home unless they are specifically related to classroom learning.

3.9 At Prep – 2 level, it is expected that students will prepare an oral presentation on their weekly discovery topic. Students in Years 3 – 6 will be expected to prepare and practise oral presentations when required.

4. REVIEW

The *Home Learning Policy* will be reviewed regularly, as part of the school's policy review process.

Photography/Work Samples for publications

As you would be aware the Privacy Laws require that we seek your permission to display student work or photographs to the public. We would generally use photographs or student work to promote the school to the wider school community through:

• Newsletters/Brochures	• Newspaper articles	• Website/Open Days	• Videos
	• School App	• Advertising Boards	

Please note that surnames are not used and children are identified only by their given names and that they are a student at Bundoora Primary School.

Please sign and date the consent from below relating to your child's photo and/or work to be used in the above manner. This consent form will be kept for the duration of your child's enrolment at Bundoora Primary School.

Uniform Policy

1.0 VISION

- Through all students wearing clean and presentable school uniform, our school identity will be enhanced
- Maximised identification and safety on excursions and school events
- Unifying students from various social backgrounds into a cohesive school unit

2.0 ACTION

- 2.1 The wearing of school uniform is compulsory for all students except where exemption is given by the Principal, their nominee or School Council.
- 2.2 The school uniform shall consist of a combination of items from the endorsed School Council designated uniform list.
- 2.3 Students participating in interschool sport and excursions, or representing the school at outside activities, will wear the appropriate school uniform.
- 2.4 A coordinator will be appointed. The coordinator will be given a \$200 gift voucher each semester.
- 2.5 The coordinator is responsible for the ordering, purchasing and selling of uniform items and is financially accountable to School Council. All financial transactions, including GST, will be carried out through the CASES system. Stock audits will be carried out each school year and a statement presented to School Council.
- 2.6 The majority of school uniform items will be available for purchase from the volunteer operated 'Uniform Shop' which will be open at least once a week.
- 2.7 The 'Uniform Shop' will hold the most common uniform items in stock and orders placed as required.
- 2.8 There will be a small mark up of between 10% and 20% on the prices of all school uniform items sold in the 'Uniform Shop'.
- 2.9 The uniform will be durable, safe, comfortable, not hinder or restrict children's participation in physical education or sport.
- 2.10 A special commemorative garment will be offered to all year 6 students.
- 2.11 Parents/Carers are encouraged to discuss financial difficulties with the Principal regarding provision of uniform items required.
- 2.12 The Uniform Shop will also sell hats, in line with the school's SunSmart policy. School hats are compulsory during Terms 1 and 4.
- 2.13 The monitoring of the School Uniform policy is an operational matter with the day to day decisions to be at the discretion of the Principal.
- 2.14 Staff will positively encourage students to wear school uniform, including school hats with the logo..
- 2.15 Parents/Carers are responsible for ensuring that children are in school uniform.
- 2.16 The DET Regulation allows for a student to be disciplined for not wearing a school uniform and ultimately detention is the disciplinary measure allowed. The DET further instructs that the enforcement of the school's uniform policy cannot extend to suspension or exclusion of students from educational activities.
- 2.17 Religious and Cultural sensitivity will be applied and respected in regard to uniform.
- 2.18 Ear rings that dangle below the ear lobe are discouraged on Occupation Health Safety (OHS) grounds.
- 2.19 School Council discourages students having facial piercings on OHS grounds
- 2.20 School Council encourages all students with long hair to tie it back for hygiene and safety.

- 2.21 School will organise a 2nd hand uniform sale each term.
- 2.22 School Council encourages all students to wear black school shoes or runners. Open-toed shoes are not permitted.
- 2.23 BPS school bags are compulsory for Preps and have been phased in from 2014.
- 2.24 The previous school jumper and bomber jacket *was* phased out in 2014, and all students are required to wear the new rugby jumper.

3.0 REVIEW

School Council will review the program through a study of

- the annual audit and monthly financial transactions
- information presented by staff regarding the implementation of the policy.

This Policy will be reviewed as part of the School's Policy Review process.

Student Digital Citizenship Agreement

When using the internet, I agree to:

- Notify the teacher immediately if I have a technical problem or if I come across any information that makes me feel uncomfortable.
- Protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images.
- Use the internet in line with the Bundoora Primary School Cyber Bullying Policy and use appropriate language when talking to and working with others online.
- Use the internet at school for educational purposes and use the equipment properly.
- Think about how I use the content posted on the internet and not simply copy and paste information from websites.
- Not interfere with network security or the data of another student.
- Not bring or download unauthorised programs, including games, to school or run them on the school computers.
- Talk to my teacher or another adult if:
 - I need help online
 - I feel the welfare of other students at our school is being threatened by online activities.
 - I come across sites which are not suitable for our school.
 - Someone writes something that I don't like, or makes me feel uncomfortable, or asks me to provide information I know is private.
- Be a good online citizen and will abide by the above guidelines.

PG Movie Parent Consent

From time to time our students are required to view electronic material through the DEECD site, DVDs and other electronic resources. The Australian Curriculum, at all levels, specifies many examples of DVDs and electronic materials to support teaching and learning in the classroom. The current DEECD rule is that parents must provide permission for a student to view a PG movie/content. We are requesting that all parents give us written permission to allow students to view selected and supervised PG material to support the classroom programs and learning. Many DVDs these days are rated PG, e.g. The Lion King. A further example of part of the history curriculum for Level 3 and 4, that calls for the screening of the movie "Oliver", which is also rated PG, yet is recommended as part of the curriculum by DEECD.